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ABSTRACT

This paper presents three objectives designed to increase teachers' knowledge about Cuba, its political refugees, and Cuban Americans. For each objective, specific activities and materials are listed. Suggestions for using these materials in the classroom are made. (EB)

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CUBAN STAFF DEVELOPMENT MODULE

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CUBAN STAFF DEVELOPMENT MODULE

Objective 1:

Given visual and written materials about Cuba, participants will make generalizations about the relationship between Cuba's proximity to the U.S. and American concern and involvement in Cuban political affairs.

Materials:

Political map of Western Hemisphere

Atlanta Public Schools Social Science Skills Continuum

Cuban Resource Unit

Activity:

Step 1: Pass out the maps and have the participants measure the distance using scale of miles between Cuba and Miami and compare this distance with the distance between cities in your own state.

Step 2: Ask the participants to skim the Cuban resource unit to find examples of U.S. involvement in Cuban political affairs at various times in history.

Step 3: Divide the participants into small groups and have them make generalizations about how Cuba's proximity to the U.S. is related to U.S. involvement in Cuban affairs.

Step 4: Once the various groups have shared and discussed their generalizations, have participants brainstorm ways map reading skills could "meaningfully" be developed using the resources in the activity. Relate these to history content as well as geography.

Objective 2:

After collecting data from the Cuban resource unit, participants will:

— define the term political refugee

— identify characteristics of Cuban emigration to the U.S.

Materials:

Cuban Resource Unit

Atlanta Public Schools Social Science Skills Continuum

Activity:

Step 1: Generate a discussion on the meaning of the term political refugee. Once the group reaches a consensus on the meaning, ask participants to give examples of modern day political refugees as well as historical figures which fit into this category. Have them draw parallels (with) the Cuban situation.

Step 2: Refer the participants to the section in the resource unit entitled "Cubans in the U.S." and "Cubans in Miami." Have them look for specific information such as reasons for emigrating, kinds of people, and settlement patterns.

Step 3: After discussing their findings, solicit ideas for expanding the concept of political refugee in the classroom and ways of reinforcing table and graph reading skills by using the charts in the resource unit.

Step 4: Divide into groups and ask each group to develop a creative writing lesson utilizing a part of Cuban Resource Unit.

Objective 3:

Given two articles to read, participants will analyze data illustrating how Cuban-Americans have successfully adapted themselves and their culture to the American way of life.

Materials:

Cuban Resource Unit

Filmstrip: Cuba and Its Refugees, SVE, $26.50 per kit

What Do You Feel? — Student Activity

Activity:

Step 1: Divide the participants into two groups. Assign one group the article entitled, "The Exodus and Success of Cubans" to read and the other group "The Cruzes Dared to Dream of U.S."

Step 2: Encourage each group to discuss the articles among themselves citing specific examples of how Cuban-Americans have adjusted to American life-styles.

Step 3: Let the group share their findings with each other. In.tiate a discussion on the value of using newspaper and magazine articles in the classroom, the constant need for updating and keeping information current, and obtaining different points of view.

Step 4: Have participants develop categories of questions for use with students. Categories should include fact questions, comprehension questions, and value questions. It is important to understand what motivators led Cubans to leave everything behind and migrate or escape, what qualities (determination, desire for freedom vs. loyalty to country and family) predominated and why, and what it could mean to each of us to have to make such decisions.

Participants might assess the attached student activity "What Do You Feel?" in terms of usefulness with students and/or modifications needed.

WHAT DO YOU FEEL?

By doing this activity you will identify for yourself those things that are important to you.

As you have been doing the activities in this packet, you have discovered some reasons why a person would risk his or her life to leave a country. When a person escapes from his homeland he usually leaves behind most of his possessions, his friends, and oftentimes his family.

Think about YOU — your family — your friends — the way you live, etc. What are some things in your life that are very important to you?

This activity is to be your own private thoughts. It does not have to be shared with anyone. However, you may wish to share it with some friends and/or your teacher. That is your choice.

You need__

pencil
paper

What to do__

1. Make a chart on your paper like the following sample:

Important Things		Daily	Law	Fun		Date
1. Seeing Friends		✓	✓	✓	No	Today
2. Go to Church				✓	No	Last Week
3. Older Brother		✓			Yes	Today
4. Travel			✓	✓	?	Summer
5.						

2. On the left-hand side of your paper, make a list of things (include people) that are very important in your life. (Remember — this is your private list of things special to you.) Some examples might be:
   mother
   freedom to worship
   playing records
   going to school
   riding a bike
   summer camp
   older brother
   freedom of speech
   travel, etc.

3. After you have made your list, put check marks in the appropriate columns.

   a. DAILY
      Is this something that is important every day?

   b. LAW
      Is this something that could be affected by laws?

   c. FUN
      Is it for recreation?

   d.
      Could you be just as happy without this thing (or person)?

   e. DATE
      When did you last do (or see) this important thing (person)?

   f. WORK
      Is this something connected to your work? (note: attending school is the "work" for school-age people, as well as jobs for pay.)

4. After you have finished number 3, study your paper. Think about each thing (person). If you were threatened with being forced to give it up, would you flee your country? Do you have any fear that this could happen to you? Why or why not?

5. Write down any thoughts you have about your life and the way you feel about it?

*Developed by Vivian Adan
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